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AUTHOR	Littlejohn, Nancy; And Others
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ABSTRACT

As part of university-wide assessment activities at Central Missouri State University, a library assessment program was implemented in 1991. A task force was formed to design an assessment plan that would develop a strategy to determine effectiveness of services; client satisfaction; barriers to improved service; and employee satisfaction within the operating environment. This report summarizes the assessment components in order to identify possible methods to measure satisfaction with library services. The first component, the General Satisfaction Exit Survey, measured users' sense of satisfaction with the library visit. The second component, Survey of Community Participation, determined the level of library use among the community. Library services employees participated in the third component, a Job Satisfaction Survey, which sought to measure employee attitudes toward their jobs. The goal of the fourth component, the Faculty Use Survey, was to gather information regarding the extent of faculty involvement in the library. The fifth component, Internal Unit Assessment, examined one unit in the library each semester. The final component, the Student Assistants Exit Interview, gauged the perceptions of the work environment from former student employees. The survey instruments for each component are included. (Contains 10 references.) (JLB)

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ASSESSMENT DESIGN FOR ACADEMIC LIBRARIES:

MEASURING PATRON AND EMPLOYEE SATISFACTION WITH SERVICES AND OPERATIONS

Nancy Littlejohn, Mary Tygett, and Barbara Wales

Central Missouri State University

Warrensburg, Missouri

1994

IR055137

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INTRODUCTION

Accountability in higher education and rapid changes in information technology have intensified the need for libraries to examine their services in terms of patron satisfaction. As part of University-wide assessment activities at Central Missouri State University, Library Services began an assessment program in the Fall of 1991. The Dean of Library Services appointed a task force to design an assessment plan for Library Services. The Dean's charge to the group was to develop a strategy to determine effectiveness of services, client satisfaction, barriers to improved service, and employee satisfaction within the operating environment. Designed as an ongoing process with several recurring elements, the plan includes six main components. During the Spring semester 1992, the Dean renamed the Task Force the Library Services Assessment Committee. As such, the group became responsible for implementing the plan developed.

The elements of the assessment program target various groups, including faculty, students, community clients, and the employees of Library Services: library faculty, professional and support staff, graduate assistants, and undergraduate student employees. The focus is on the evaluation of services and the scrutiny of existing operations. Collection assessment is not a focus of the process. The instruments utilized came from a variety of sources, including surveys published in professional literature, those made available by other librarians, and those designed by the Assessment Committee. A short summary of each element follows; more detailed explanation and analysis of each component is included in the text.

1) Measuring Academic Library Performance: A Practical Approach by Nancy A. Van House, Beth T. Weil, and Charles R. McClure (American Library Association, 1991) provided the group with a "General Satisfaction Survey," designed to gather users' reports of the following: success during one library visit on each of several possible library activities; ease of use of the library; and overall satisfaction with a particular library visit. Student employees distributed this **GENERAL SATISFACTION EXIT SURVEY** during scheduled periods at the front exit. The committee plans to administer this survey for one week during each semester. Software to compile results is also available from ALA.

2) A **COMMUNITY PARTICIPATION SURVEY**, distributed through Chamber of Commerce newsletters, targeted community leaders. The original instrument was later revised to query public patron card-holders.

3) The group selected a **JOB SATISFACTION SURVEY** designed by a psychologist, Paul E. Spector. He developed this scale to measure job satisfaction specifically in human service, public, and non-profit sector organizations.

4) The Committee sent the **FACULTY USE SURVEY**, developed with the assistance of the campus Testing Services, to all faculty. The goal was to gather information regarding the extent of faculty involvement and student assignments. Satisfaction with collections and services is also measured. The results may be used to target specific departments for more in-depth evaluation.

5) Each semester, the Committee conducts an **INTERNAL UNIT ASSESSMENT** which consists of three components. The User Assessment Survey gathers comments from the unit's patrons. Each unit determines the client base; the instrument is altered to fit the needs of various units. The Operations Review, designed by the University of Iowa Libraries, is a constructive and cooperative exercise to provide an opportunity for all employees in a unit to review their own operations. A Peer Review solicits input from all Library Services employees outside of the unit.

6) Each semester, the Dean of Library Services meets with a group of student employees who are not returning to employment. This **STUDENT ASSISTANTS EXIT INTERVIEW** provides a forum for open discussion. Student employees have the opportunity to share their observations and comments. The Dean gains valuable insight on library functions from this unique perspective.

Results of these activities supply the Library Administration with information for effective management decisions; give unit heads data on effectiveness of operations and employees; and provide library professionals with input regarding the information needs of the academic community.

At the conclusion of each component of the assessment process, the Committee submitted a written report to the Dean, summarizing the results and providing a tabulation of responses. The Dean also requested reports to the library faculty and professional staff.

In the descriptions of the assessment components that follow, an attempt is made to refer only in general terms to results of surveys conducted. Our emphasis is not on the presentation of data pertinent to a specific situation, but on possible ways to measure satisfaction with library services and operations in various environments.

GENERAL SATISFACTION EXIT SURVEY

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GENERAL SATISFACTION EXIT SURVEY

As part of the assessment activities for Library Services we conducted a "General Satisfaction Exit Survey" as our clients exited the building during the week of (date). This survey instrument was taken verbatim from Measuring Academic Library Performance by Van House, Weil and McClure. It was carefully designed to ask questions clearly and unambiguously. The authors have tested the instrument in a large number of libraries with a variety of users. Instructions for Distribution and Surveyor's Report were also taken from this book.

PURPOSE:

Users' self-reports of:

-Success during this library visit on each of several possible library activities.

-Ease of use of the library on one visit.

-Overall satisfaction with today's library visit.

DISTRIBUTION:

During scheduled periods, selected student employees were stationed at the front exit. Distributors had specific instructions, a list of definitions, and surveyor report sheets to complete at the end of each session. (See pages 7, 8, and 9.)

Distribute 700 questionnaires, 100 each day for 7 days. Goal is an 80 percent response rate.

COLLECTION:

Completed surveys were placed in the box near the exit, clearly labeled "Return Surveys Here". The box was sealed with a slit in the top to ensure respondents' anonymity.

ANALYZING:

Tabulation was done by computer by the Assessment Committee. Results were reported to the Dean and to a meeting of Library faculty and professional staff.

RESULTS:

We discovered that the response rate varied greatly depending on the distributor and the time of day. One outgoing student surveyor experienced a 98% response rate during his scheduled time. It would be best to choose only one good salesperson to

distribute during the entire week. We experienced high response rates and fairly high satisfaction rates. Many clients had questions about what parts of the survey meant; some were confused about the difference between "review current literature" and "look for a book or periodical" or "to perform a literature search." For the second distribution of this survey, we gave a list of definitions to the surveyors to use to answer these questions. (See page 8.) The instrument would be more valuable if it were written in everyday language instead of "libraryese". We also discovered that most clients who were willing to fill out the survey were either very satisfied with their day's visit or were very unhappy with their visit.

General Satisfaction Survey

PLEASE HELP US IMPROVE LIBRARY SERVICE BY
ANSWERING A FEW QUESTIONS.

1. What did you do in the library today? For each, circle the number that best reflects how successful you were.

		Successful?				
	Did not do today	**Not at all**				**Completely**
Looked for books or periodicals	0	1	2	3	4	5
Studied	0	1	2	3	4	5
Reviewed current literature	0	1	2	3	4	5
Did a literature search (manual or computer)	0	1	2	3	4	5
Asked a reference question	0	1	2	3	4	5
Browsed	0	1	2	3	4	5
Returned books	0	1	2	3	4	5
Other (what?)_____	0	1	2	3	4	5

2. How easy was the library to use today? *(Circle one)*:

1 2 3 4 5
Not at all easy **Very easy**

Why? _____

3. Overall, how satisfied are you with today's library visit? *(Circle one)*:

1 2 3 4 5
Not at all satisfied **Very satisfied**

Why? _____

4. Today's visit was primarily in support of *(Check one)*:

___1. Course work ___3. Teaching ___5. A mix of several purposes
___2. Research ___4. Current awareness ___6. Other:_____

5. You are *(Check one)*:

___1. Undergraduate ___3. Faculty ___5. Other staff
___2. Graduate student ___4. Research staff ___6. Other (what?)_____

6. Your field *(Check one)*:

___1. Humanities ___2. Sciences ___3. Social Sciences ___4. Other (What?)_____

OTHER COMMENTS? Please use back of form.

GENERAL SATISFACTION EXIT SURVEY

INSTRUCTIONS FOR DISTRIBUTION

1. As far as possible, approach every person exiting the building. Of course, sometimes you will be talking with one user while several others exit; but as soon as you are free approach the next person exiting. DO NOT avoid people who look busy, important, irritated, flaky, etc. (Don't survey library staff members going about their jobs.)

2. Be friendly, persuasive, persistent, and flexible. All kinds of people exit the library, most very busy and a few very rude, and you have only a short time to convince each one of them to fill out the form. The opening line is crucial: "We'd like to know how satisfied you are with your visit to the library today." If they respond verbally, follow with something like, "We need to know that; would you mind filling out the survey just for your experience today?"

2. It is important that every person approached cooperate. Be polite but persuasive. Explain to people that we need their response. As for convincing them of the importance of the survey, saying "this is really important" is not effective. You'll get this across more by your manner and willingness to respond to their questions. And ALWAYS tell them how much we appreciate their input, and thank them for filling out the form. You DO WANT REPEAT USERS TO ANSWER QUESTIONNAIRES AGAIN, because we are measuring individual uses or visits, not users.

3. Answer people's questions about the questionnaire as best you can, but be careful not to influence their answers.

4. If people want to discuss the survey or the library, cooperate within limits; remember, you are there to dispense questionnaires. If they want to complain about it or praise the library, encourage them to do so in writing on the questionnaire. Assure them that the powers-that-be will read the questionnaires so that is the best way to communicate their opinions.

5. Use the Surveyor's Report (attached) to report the number of questionnaires distributed. You will begin each shift with a set number to distribute.

6. You will also be reporting the number of people approached who decline to take a questionnaire.

DEFINITIONS for General Satisfaction Exit Survey

This survey instrument has been taken directly from the book Measuring Academic Library Performance. Since we did not change the survey to fit this specific library, some of the questions may be confusing to the client. Use these definitions if someone asks what a question means.

1. Looked for books or periodicals: Client went to the shelf to locate books or journals.

2. Studied: studied.

3. Reviewed current literature: Client browsed through new issues of journals, or in the new books room.

4. Did a literature search: Client used LUIS, the old card catalog, the Government Documents CD, or any periodical index/abstract, either in paper or on CD.

5. Asked a reference question: Client asked a question requiring specialized assistance. Not - "where's the pencil sharpener" type questions.

6. Browsed: Client browsed through any books and journals except those in #2 above.

7. Returned books: Client returned any type of library material - books, periodicals, reserve materials, videos, etc.

SURVEYOR'S REPORT

Name:_____

Date:_____

Time:_____

1. NUMBER OF QUESTIONNAIRES DISTRIBUTED:

   Number of questionnaires you began with:_____

   Number of questionnaires left at end:_____

2. NUMBER OF PEOPLE WHO REFUSED TO TAKE A QUESTIONNAIRE:_____

3. NOTES (Anything special you think we should know? Anything unusual that happened?)_____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

TURN THIS FORM IN AT THE END OF YOUR SHIFT WITH ANY REMAINING QUESTIONNAIRES.

Summary of Responses to General Satisfaction Survey
Ward Edwards Library - December 1992

Total Number Responding to Survey: 346

Percentage of respondents who attempted to:

Look for book or periodical	Study	Review current literature	Perform literature search	Ask question	Browse	Return Books	Other
48.8%	41.6%	26.8%	38.1%	26.8%	33.5%	19.6%	19.6%

Success Rating	Look for book or periodical	Study	Review current literature	Perform literature search	Ask question	Browse	Other
1 - >	10.6%	4.86%	13.9%	5.30%	10.7%	8.62%	6.75%
2 - >	8.87%	7.63%	12.9%	12.8%	5.37%	11.2%	4.05%
3 - >	16.5%	24.3%	18.2%	9.09%	13.9%	20.6%	9.45%
4 - >	18.9%	28.4%	24.7%	19.6%	24.7%	29.3%	10.8%
5 - >	44.9%	34.7%	30.1%	53.0%	45.1%	30.1%	68.9%
Average Rating:	3.78	3.80	3.44	4.02	3.88	3.61	4.31

Ease of Use:	Not at all easy	Not easy	Neither easy nor difficult	Mostly easy	Very easy
	1	2	3	4	5
	2.10%	5.40%	17.4%	26.7%	48.3%

Average ease of use rating: 4.13

Satisfaction rating:	Not at all Satisfied	Mostly not satisfied	Neither sat. nor dissatis.	Mostly satisfied	Very satisfied
	1	2	3	4	5
	3.32%	4.53%	21.1%	29.6%	41.3%

Average satisfaction rating: 4.01%

Purpose of visit:	course work: 47.7%	research: 24.1%	teaching: 1.81%
	current awareness: 2.11%	mix of several: 12.9%	other: 11.1%
Status:	undergraduate: 76.9%	graduate student: 12.8%	faculty: 2.69%
	research staff: .898%	other staff: 1.79%	other: 4.79%
Field:	Humanities: 18.8% (Number: 60)	Sciences: 29.8% (Number: 95)	
	Social Sciences: 14.4% (Number: 46)	Other: 36.7% (Number: 117)	

SURVEY OF COMMUNITY PARTICIPATION

Summary of Community Participation Surveys 12

Sample Surveys of Community Participation 13-14

SURVEY OF COMMUNITY PARTICIPATION

The Assessment Committee administered the first survey of community participation in August, 1992. (See page 13.) Designed to solicit input regarding Library Services' use by community clients, the instrument was sent to all members of the Warrensburg Chamber of Commerce. Our goal was to determine the level of library usage among community leaders.

Approximately 500 surveys were distributed, and 64 surveys were returned. Despite the low return rate (13%), the results reflected some usage patterns.

It interested the committee that 44% of the respondents were unaware that the Library was open to the public. This finding has clear implications for the necessity of public relations to encourage community patron use.

A year following the first community survey, the Committee modified the original instrument to query other Central Missouri State University employees, alumni, and individuals holding public patron cards, which are issued through Circulation for a fee of $5.00. (See page 14.)

Despite the inclusion of postage-paid return envelopes, the return rate was low at 14%. (1094 surveys were mailed out and 157 were returned.) Retired employees accounted for 6.3% of this total, alumni for 47%, and public patrons, 46.5%.

Results provided Library Services with information concerning which collections and services were utilized most by these groups, the level of satisfaction, and reasons for non-use of Library Services. The compilation of results indicated total responses, as well as tabulations for each category represented.

Library Services
Central Missouri State University
Survey of Community Participation

In accordance with university-wide assessment activities, Library Services is actively soliciting input about our performance. This is part of an ongoing project to monitor and improve our responsiveness to both the University and the Warrensburg community. We appreciate your cooperation in completing this survey. The results will be used by the Administration of Library Services in management decisions and strategic planning. Because other instruments have been designed for university employees, please do not respond to this survey if you are employed by Central Missouri State University. Thank you very much..

1. **Are you aware that Ward Edwards Library is open to the public as well as to the university community? _____ Yes _____ No**
   (Public Client Library Cards are available for a one-time fee of five dollars)

2. **Have you used the library at any time within the last two years? _____Yes ____No**
   (If you answered yes, proceed to question 3; if you answered no, proceed to question 5.)

3. **How many times?**
   - **_____ 1-5**
   - **_____ 6-10**
   - **_____ 11-15**
   - **_____ more than 16**

4. **Which of the following areas have you used in the past two years? (please check all that apply)**
   - **_____ General reference materials, i.e. encyclopedias, atlases, phone books, etc.**
   - **_____ Law materials**
   - **_____ Journals, magazines, newspapers**
   - **_____ Government Documents**
   - **_____ Children's and Young Adult collection**
   - **_____ Popular fiction**
   - **_____ Missouri Collection**

   Business materials:
   - **_____Accounting materials**
   - **_____Tax materials / services**
   - **_____Investment services**

   _____ Other books

   Please list any other areas or library services that you have used in the past two years:

5. **If you have not used Ward Edwards Library in the past two years, why not?**
   - **_____ no need**
   - **_____ didn't know the library was open to the public**
   - **_____ unsatisfactory previous experience**
   - **_____ other (please specify)**

6 . **Comments:**

THANK YOU . PLEASE FOLD, STAPLE AND RETURN.

Library Services Survey
Central Missouri State University

In accordance with university-wide assessment activities, Library Services is actively soliciting input about our performance. This is part of an ongoing project to monitor and improve our responsiveness to both the University and the Warrensburg community. We appreciate your cooperation in completing this survey. The results will be used by the Administration of Library Services in management decisions and strategic planning. Thank you very much.

1. Please indicate your status:

_____ Retired CMSU Employee _____ CMSU Alumni _____ Public Patron

2. How many times have you used the library within the last year?

_____ 0 (please skip to question 5 if you check "0")
_____ 1-5
_____ 6-10
_____ 11-15
_____ more than 16

3. How often have you used the following in the past year? (please check all that apply)

not at all	1-6 times	7+ times	
_____	_____	_____	General reference materials, i.e. encyclopedias, atlases, phone books, etc.
_____	_____	_____	Law materials
_____	_____	_____	Journals, magazines, newspapers
_____	_____	_____	Government Documents
_____	_____	_____	Children's and Young Adult collection
_____	_____	_____	Popular fiction
_____	_____	_____	Missouri Collection
_____	_____	_____	Other books
_____	_____	_____	Self-Instruction/Microcomputer Center
_____	_____	_____	Interlibrary Loan
Business materials:			
_____	_____	_____	Accounting materials
_____	_____	_____	Tax materials/services
_____	_____	_____	Investment services

Please list any other areas or library services that you have used in the past year:

4. Please indicate your overall satisfaction with the following:

unsatisfied	satisfied	very satisfied	
_____	_____	_____	Library materials
_____	_____	_____	Helpfulness of personnel
_____	_____	_____	Ease of use

5. If you have not used Ward Edwards Library in the past year, why not?

_____ no need
_____ parking problems
_____ unsatisfactory previous experience
_____ other (please specify)

6. Comments:

THANK YOU . PLEASE FOLD, STAPLE AND RETURN.

JOB SATISFACTION SURVEY

Summary of Job Satisfaction Survey	16
Job Satisfaction Survey	17-21

JOB SATISFACTION SURVEY

Library Services employees participated in a job satisfaction survey during the summer of 1992 and again in the summer of 1994. This two-part survey was distributed to all full-time employees (58) within all units of Library Services. They were given a month to complete the survey.

Part I utilized a 36-item job satisfaction scale developed by a psychologist, Paul E. Spector. The 36 statements represent nine sets of four statements which form subscales and measure attitudes about various job dimensions. These job dimensions are: pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication.

This survey was chosen because it was developed to measure job satisfaction specifically in human service, public, and nonprofit sector organizations. Spector granted his permission for the use of this survey and reproduction of the instrument in this document. He is a member of the Psychology Department at the University of South Florida and may be contacted there to obtain permission for future use of this survey. (See pages 17-21 for the survey instrument.)

Forty-one surveys were completed for Part I. The results are grouped according to the nine job dimensions mentioned above. It is important to note that some of the statements are worded positively, while others are worded negatively. Plus (+) and minus (-) signs follow each statement and signify such. Results are tabulated to indicate the mean, median, and mode for each statement.

Results indicate that an overwhelming majority of participants like their job and feel a sense of pride in doing it. Most enjoy their co-workers and are satisfied with their supervisors.

On the down side, participants are disappointed with the lack of communication within the organization. In fact, this particular question elicited the most negative response. They also express displeasure in pay, benefits, recognition, and chances for promotion.

Part II consisted of four open-ended questions along with a space for additional comments. Many interesting and insightful comments were made. However, several employees stated that they did not complete this part of the survey, as they felt that by doing so they would lose their anonymity.

The Assessment Committee initially planned to repeat this survey every 18 months. However, it was decided to wait until May 1994 (22 months) to re-administer the survey. This decision was made with the reasoning that this is a "slow" period in the library and employees will be able to spend more time completing the survey.

JOB SATISFACTION SURVEY

This survey contains a job satisfaction scale developed by psychologist, Paul E. Spector. There are nine sets of four statements which form subscales and measure attitudes about the job dimensions tested; consequently some statements are similar to one another. Please read each statement and circle the number of the response which reflects how you feel about the statement. PLEASE DO NOT LEAVE ANY STATEMENTS BLANK.

Additionally, there are several open-ended questions on the final page as well as a space for general comments. You may attach additional pages if desired.

1. I feel I am being paid a fair amount for the work I do.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

2. There is really too little chance for promotion on my job.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

3. My supervisor is quite competent in doing his/her job.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

4. I am not satisfied with the benefits I receive.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

5. When I do a good job, I receive the recognition for it that I should receive.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

6. Many of our rules and procedures make doing a good job difficult.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

7. I like the people I work with.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

8. I sometimes feel my job is meaningless.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

9. Communications seem good within this organization.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

10. Raises are too few and far between.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

11. Those who do well on the job stand a fair chance of being promoted.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

12. My supervisor is unfair to me.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

13. The benefits we receive are as good as most other organizations offer.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

14. I do not feel that the work I do is appreciated.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

15. My efforts to do a good job are seldom blocked by red tape.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

16. I find I have to work harder at my job than I should because of the incompetence of people I work with.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

17. I like doing the things I do at work.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

18. The goals of this organization are not clear to me.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

19. I feel unappreciated by the organization when I think about what they pay me.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

20. People get ahead as fast here as they do at other places.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

21. My supervisor shows too little interest in the feelings of subordinates.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

22. The benefit package we have is equitable.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

23. There are few rewards for those who work here.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

24. I have too much to do at work.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

25. I enjoy my co-workers.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

26. I often feel that I do not know what is going on with the organization.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

27. I feel satisfied with my chances for salary increases.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

28. I feel a sense of pride in doing my job.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

29. There are benefits we do not have which we should have.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

30. I like my supervisor.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

31. I have too much paperwork.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

32. I don't feel my efforts are rewarded the way they should be.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

33. I am satisfied with my chances for promotion.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

34. There is too much bickering and fighting at work.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

35. My job is enjoyable.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

36. Work assignments are often not fully explained.

1	2	3	4	5	6
disagree very much	disagree moderately	disagree slightly	agree slightly	agree moderately	agree very much

JOB SATISFACTION SURVEY (cont.)

1. What do you like most about your job?

2. What do you like least about your job?

3. What changes would you make, if any, to enhance satisfaction?

4. To what extent does your job meet your career expectations?

5. Additional comments?

FACULTY USE SURVEY

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FACULTY USE SURVEY

This survey was developed by the Assessment Committee with assistance from the University Institutional Research and Testing Services office. The goal of the survey is to gather information regarding the extent of faculty involvement and student assignments. Satisfaction with collections and services is also measured.

Surveys are distributed to all teaching faculty through campus mail. Faculty are questioned as to how often during the semester and how many hours per week they use the library. Additionally, they are queried as to which library collections and services they have personally used.

They are asked if they have visited another library to pursue professional interests within the current academic year. This question seeks to determine whether the University library is meeting their needs. Answers to this question point out possible gaps or holes in the collection.

To determine student involvement, faculty are asked if they require library research or use during the semester. Answers are categorized according to lower-level undergraduate, upper-level undergraduate, or graduate classes. As might be expected, these figures vary by department.

The results are tabulated in aggregate and then separated by department and forwarded to the appropriate subject bibliographer for their use and analysis. They provide a mechanism for identifying departments that could be targeted for further investigation due to overall low library usage. Additionally, these results could be used to target areas that might be looked at more closely in the materials budget allocation formula.

The goal of the Committee is to administer the survey every 18 months. It was first distributed in April 1992 and again in October 1993. Return rates for the two surveys are similar; 41% for the April 1992 survey and 38% for the October 1993 survey.

The actual survey was printed on 8 1/2" x 14" paper and folded into quarters. It has been modified for inclusion in this document. (See pages 24-25.)

LIBRARY SERVICES
FACULTY GENERAL USE SURVEY

In accordance with University-wide assessment activities, Library Services is actively soliciting input from the campus and surrounding community about our performance. This is part of an ongoing project to monitor and improve our responsiveness to the academic community.

We appreciate your cooperation in completing and returning this survey. The results of this survey will be used by the administration of Library Services in management decisions and strategic planning.

Library Services
Assessment Committee
Mary Tygett, Chair

Please return by October 15 to Library Assessment Committee, Lib 134.

Remove this section for anonymity, if you wish.

LIBRARY SERVICES FACULTY GENERAL USE SURVEY

Please circle your response.

1. How often during the semester do you use the library?
   a. 0 to 4 times
   b. 5 to 15 times
   c. 16 to 29 times
   d. 30 to 44 times
   e. 45 times or more

2. How many hours per week do you spend using the library?
   a. Less than 1 hour
   b. 1-3 hours
   c. 4-6 hours
   d. 7-10 hours
   e. more than 10 hours

3. Have you placed materials on reserve for the classes that you are teaching this semester?
   a. Yes b. No

4-6. Other than placing materials on reserve at the library, are you requiring library use or research as part of your students' coursework this semester?
   4. Lower level undergraduate
      a. Yes b. No
   5. Upper level undergraduate
      a. Yes b. No
   6. Graduate
      a. Yes b. No

7-17. During the current academic year, what library collections or services have you personally used?
   7. Books
      a. Yes b. No
   8. Instructional Development and Design services
      a. Yes b. No

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9. Instructional TV services
   a. Yes b. No
10. Microcomputer Center
   a. Yes b. No
11. Audiovisual materials
   a. Yes b. No
12. Periodicals
   a. Yes b. No
13. CD-ROM databases
   a. Yes b. No
14. Inter-Library Loan
   a. Yes b. No
15. Government Documents
   a. Yes b. No
16. Special Collections
   a. Yes b. No
17. Reference services
   a. Yes b. No

18. During the current academic year, have you visited another library to pursue professional interests?
   a. Yes b. No

19. Is the present New Materials List of new acquisitions an adequate way of informing you about new library materials?
   a. Yes b. No

20-22. Have you requested that the library purchase specific materials for you during this past academic year through any of the following ways?

20. Requested from your department's library liaison
   a. Yes b. No
21. Requested from your subject bibliographer (the librarian who works most closely with your department)
   a. Yes b. No
22. Requested by some other means
   a. Yes b. No

Please identify your academic department from the list below and circle the corresponding number.

Agriculture	101
Electronics Technology	102
Graphics	103
Human Environmental Sciences	104
Manufacturing and Construction	105
Military Science	106
Nursing	107
Power and Transportation	108
Safety Science and Technology	109
Art	201
Biology and Earth Science	202
Chemistry and Physics	203
Communications	204
English and Philosophy	205
History and Anthropology	206
Mathematics and Computer Science	207
Modern Language	208
Music	209
Political Science and Geography	210
Religious Studies	211
Theatre	212
Accounting	301
Computer and Office Information Systems	302
Economics and Finance	303
Management	304
Marketing and Legal Studies	305
Criminal Justice	401
Curriculum and Instruction	402
Physical Education	403
Psychology and Counselor Education	404
Sociology and Social Work	405
Special Services	406
Speech Pathology and Audiology	407
Library Science and Information Services	501
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COMMENTS ON BACK

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INTERNAL UNIT ASSESSMENT

Each semester the Assessment Committee chooses one unit within Library Services for an internal assessment. This review is composed of three parts: 1) User Assessment Survey 2) Operations Review and 3) Internal Peer Review. Each of the three components is subject to change depending on the nature of the unit, its functions, and its clients.

In the examples that follow, all personal names have been omitted. Samples of generic documents and specific surveys are included. Results are NOT included due to wide variations of types of units assessed and for reasons of confidentiality. More specific results can be obtained from the authors of this document.

The committee first determines which unit will be assessed during the semester. Then they follow the Committee Instructions (page 29), and set a time table for the assessment process. A memo explaining the assessment is sent to all staff within the unit and the unit's supervisor. (See page 30).

1) User Assessment (See pages 31-34.)

For each unit, the Assessment Committee designs a survey to gather comments from the unit's patrons. Each unit determines the client base; the instrument is altered to fit the needs of various units. In public services areas, clients are handed a survey immediately upon completion of the interaction in the unit. In technical services areas, the surveys are designed to measure level of satisfaction of the intra-library employees who the committee determines are that unit's clients. Included in this document are a generic client survey and samples of client surveys used in the assessment of the Periodicals Area, Circulation and Reserves, and the Self-Instruction Center. We have also included an example of internal clients' evaluation: the bibliographers' assessment of Acquisitions.

2) Operations Review (See pages 35-36.)

This assessment tool was developed by the University of Iowa Libraries and used with their permission. The review allows employees within the unit to take some time to evaluate their work flow, unit structure, environment, problems and successes. The unit supervisor allows time on the job for each employee to think through the questions on the review. There is no set structure for responses, so employees are free to write as much or as little as they like. The Operations Reviews are unsigned, to encourage employees to be as candid as possible. We did not change the text of the review, except to include the participation of Graduate Assistants and Student Assistants. This has proven to be an excellent tool to encourage employees to take some time to evaluate objectively what they and their colleagues do.

3) Internal Peer Review (See page 37.)

This survey is distributed to every employee within Library Services to determine internal perspectives of the unit. The survey asks employees to examine their own personal interactions with the unit and how that unit functions within the entire organization. Responses are anonymous.

Results of the entire Unit Assessment process are given to the Dean. The Committee provides summaries of the User Assessment Surveys and the Internal Peer Review to the unit supervisor. Results of the Operations Review are for the Dean to use at his discretion. At the end of the unit assessment, the Dean meets with the unit supervisor and one member of the Assessment Committee to review results. In some instances, the Dean has chosen to include all employees of the unit in this summary meeting.

UNIT ASSESSMENT
ASSESSMENT COMMITTEE INSTRUCTIONS

1. Plan dates for the week's assessment activities. Choose some peak hours and some slow hours for the client surveys.

2. Meet with the unit head. Go over all activities, make changes to the survey instrument. Clarify who participates and how.

3. Memo to everyone in the unit (see page 30) explaining the assessment activities with copies of the User Assessment Survey, Internal Peer Review Survey and the Operations Review.

4. Second meeting with the unit head, just prior to assessment week.

5. Begin the assessment on Monday and continue through Sunday.

6. Hand out exit surveys (User Assessment) at the end of the interaction or prior to any interaction in the unit, depending on the unit's operations.

7. IF possible, have person external to the unit hand out the surveys.

8. At the conclusion of the assessment, the Dean will meet with the unit head to review the results. One member of the Assessment Committee will be present. The session will concentrate on strengths and weaknesses revealed in the Operations Reviews.

9. The Assessment Committee will send summary reports of the Internal Peer Review and the User Assessment Survey directly to the unit.

10. The Assessment Committee will make a presentation to the Faculty/Professional staff focusing on general patterns found throughout all three components.

MEMO

TO: Unit Staff

FROM: Assessment Committee

SUBJECT: Assessment Activities

DATE:

As you know, we have chosen the week of (dates) to conduct assessment activities for the _____ Unit. There are three activities that we use as we assess each unit within Library Services:

1. User Assessment: This consists of exit interviews of clients to determine satisfaction.

2. Operations Review: Efficiency of operations as viewed by the staff and student assistants in the unit.

3. Internal Peer Review: Survey of all Library Services employees.

PROCEDURES:

1. User Assessment: (This component varies depending on the nature of the unit being evaluated. See pages 31-34 for details.)

2. Operations Review: All Unit staff, including any GA's, student assistants who have worked in the unit at least one full semester, and the Supervisor and Coordinator of the Area, will take some time during the week to complete an Operations Review. Your final product will be a written report of any length. Complete instructions will be attached. There is no set format.

3. Internal Peer Review: Each employee of Library Services will complete an internal peer survey. This is a standard survey that we will use with minor modifications as we assess each unit. You have been sent a copy of this survey, but please do not fill one out - use the Operations Review.

All results will be compiled by the committee and then sent directly to the Dean. At the completion of the assessment, the Dean will share results with the Unit Supervisor and any other Unit staff he may wish to include. One member of the Assessment Committee will also be present. If you have any questions, please call either _____ or _____. We appreciate your cooperation.

USER ASSESSMENT QUESTIONNAIRE - RESERVES

In accordance with University-wide assessment activities, Library Services is actively soliciting input about our performance. This is a part of an ongoing project to monitor and improve our responsiveness to the academic community. We appreciate your cooperation in completing this survey. The results of this survey will be used by the administration of Library Services in management decisions and strategic planning.
Please circle your responses and place this sheet in the drop box by the exit. Thank You!

1. Which of the following best describes you:
   a. Undergraduate student
   b. Graduate student
   c. Faculty/Staff
   d. Alumni
   e. Public Patron

2. Did you use Reserves materials today because:
   a. Materials were assigned for class
   b. You knew these materials were always kept on reserve
   c. You were referred here by library personnel

3. Typically, how often do use materials kept on Reserve?
   a. Less than once per month
   b. 1-3 times per month
   c. 1-2 times per week
   d. 3-4 times per week

3. Were personnel helpful and polite?
   a. yes b. no

4. Additional Comments:
   (please write on the back of this sheet)

Thank you for your time!

USER ASSESSMENT QUESTIONNAIRE - CIRCULATION DEPARTMENT

In accordance with University-wide assessment activities, Library Services is actively soliciting input about our performance. This is a part of an ongoing project to monitor and improve our responsiveness to the academic community. We appreciate your cooperation in completing this survey. The results of this survey will be used by the administration of Library Services in management decisions and strategic planning.
Please circle your responses and place this sheet in the drop box by the exit. Thank You!

1. Which of the following best describes you:
   a. Undergraduate student
   b. Graduate student
   c. Faculty/Staff
   d. Alumni
   e. Public Patron

2. Typically, how often do you check out materials?
   a. Less than once per month
   b. 1-3 times per month
   c. 1-2 times per week
   d. 3-4 times per week
   e. 5 or more times per week

3. Were personnel helpful and polite?
   a. yes b. no

4. Additional Comments:
   (please write on the back of this sheet)

Thank you for your time!

USER ASSESSMENT QUESTIONNAIRE - SELF INSTRUCTION / MICROCOMPUTER CENTER

In accordance with University-wide assessment activities, Library Services is actively soliciting input about our performance. This is a part of an ongoing project to monitor and improve our responsiveness to the academic community. We appreciate your cooperation in completing this survey. The results of this survey will be used by the administration of Library Services in management decisions and strategic planning. Please circle your responses and place this sheet in the drop box by the exit. Thank You!

1. What is your class rank at Central?
   a. Freshman/Sophomore
   b. Junior/Senior
   c. Graduate Student
   d. Faculty/Staff
   e. Other

2. How long were you in the Center today?
   a. less than 30 minutes
   b. 30 minutes to an hour
   c. one to two hours
   d. two to four hours
   e. over four hours

3. What time of day do you typically use the Center?
   a. Morning
   b. Afternoon
   c. Evening
   d. Time varies

4. How many times have you used the Center this school year?
   a. 1 - 5 times
   b. 6 - 15 times
   c. 16 - 30 times
   d. more than 30 times

5-11. What materials do you typically use in the Center?

5.	IBM computer/software	a. yes b. no
6.	Macintosh computer/software	a. yes b. no
7.	Apple IIe computer/software	a. yes b. no
8.	CD-ROM / Videodisc	a. yes b. no
9.	CD-Audio / Cassette Tape	a. yes b. no
10.	Slide/Tape	a. yes b. no
11.	Videotape	a. yes b. no

12. Currently the Center is open from 7:30 am - 10:30 pm. Would you use the Center during hours other than those currently available?
   a. Yes, I would work earlier than the present 7:30 am opening time.
   b. Yes, I would work later than the present 10:30 closing time.
   c. Yes, I would work both earlier and later than the present schedule allows.
   d. No, the current hours of operation are adequate.

13. Were the personnel able to quickly locate and provide you with requested materials?
   a. yes b. no

14. Were the personnel helpful and polite as you checked in and out of the Center?
   a. yes b. no

15. If you needed assistance while working in the Center, were the personnel helpful and polite?
   a. yes b. no

16. Additional Comments:
   (please write on the back of this sheet)

Thank you for your time!

USER ASSESSMENT QUESTIONNAIRE - PERIODICALS

In accordance with University-wide assessment activities, Library Services is actively soliciting input about our performance. This is a part of an ongoing project to monitor and improve our responsiveness to the academic community. We appreciate your cooperation in completing this survey. The results of this survey will be used by the administration of Library Services in management decisions and strategic planning. Please circle your responses and place this sheet in the drop box. Thank You!

1. What is your class rank at Central?
   a. Freshman/Sophomore
   b. Junior/Senior
   c. Graduate Student
   d. Faculty/Staff
   e. Public Patron

2. How many times have you used the Periodicals area this school year?
   a. 1 - 5 times
   b. 6 - 15 times
   c. 16 - 30 times
   d. more than 30 times

3. What materials did you use today?
   a. journals or magazines
      (1) current issues
      (2) older issues (bound or microform)
   b. newspapers
      (1) current papers
      (2) back issues on microfilm
   c. ERIC, NCJRS, HPER, Newsbank or other special microfiche collection
   d. other _____
   e. none

4. Were you able to easily locate the materials you needed?
   a. yes
   b. no

5. If not, did you seek assistance from a Periodicals employee?
   a. yes
   b. no

6. What was the purpose of your visit to Periodicals today?
   a. class assignment/research
   b. browsing/personal interest
   c. to use copy machines or reader/printers
   d. to use LUIS

7. If you used the copy machines or reader/printers . . .
   a. Did they function properly? ___ yes ___ no
   b. Did you have to wait? ___ yes ___ no
   c. If you needed assistance, were personnel available? ___ yes ___ no

8. Were the Periodicals personnel helpful and polite?
   a. yes
   b. no

9. Additional Comments:
   (please write on the back of this sheet)

Thank you for your time!

BIBLIOGRAPHERS' ASSESSMENT OF ACQUISITIONS

As part of the ongoing assessment process in Library Services, the Acquisitions Unit is being evaluated this semester. Eventually, each unit will be evaluated. Your input provides valuable information which will be used by the administration of Library Services in management decisions and strategic planning.

Please complete this questionnaire and return it to the blue box in the Office of the Dean of Library Services by March 29, 1992. All responses are confidential. Thank you for your assistance.

1. **On average, how often do you call or visit the area to discuss an acquisitions concern? (Please exclude delivery of order cards and trips to the mailbox)**

   a) **daily**
   b) **2-3 times weekly**
   c) **weekly**
   d) **less than once a week**

2. **Are the personnel helpful and polite?**

   a) **always**
   b) **usually**
   c) **sometimes**
   d) **never**

3. **In general, how would you rate the knowledge and ability of the staff in this unit?**

   a) **outstanding**
   b) **above average**
   c) **average**
   d) **below average**

4. **Please comment on the ability of the unit to purchase what you request: to find out-of-print items, order the most current edition, accurately identify publishers, etc.**

5. **If you keep a separate record of items ordered, please indicate which of the following best describes your system:**

   a) **full records in data base files**
   b) **partial records in data base files**
   c) **manual records**
   d) **other (please explain)**

If you do keep separate records, please explain why you do so.

6. **Please comment on the helpfulness of the monthly printed budget reports.**

7. **How often do you consult LTCM for budget information?**

8. **Considering the following factors, on the back of this sheet, please comment on this unit, noting strengths and weaknesses as you perceive them.**

   efficiency of operations (including mail services)
   ease of use
   helpfulness of staff
   importance of unit to Library Services

LIBRARY SERVICES OPERATIONS REVIEW

University of Iowa Libraries

WHAT IS TO BE ACCOMPLISHED?

We hope for as complete as possible a review of operations within your unit. Do not let pessimism rule your thinking. Even modest contributions at each level are important.

The review will concentrate on:

1. Changes that will reduce stress.
2. Changes that will improve collegiality and cooperation.
3. Identification and elimination of obsolete procedures.
4. Identification and improvement of inefficient procedures.
5. Identification of changes needed to improve service.

WHEN WILL IT HAPPEN?

We have chosen the week of (date).

WHO WILL BE INVOLVED?

All Library Services faculty and staff within your unit, any Graduate Assistants, and student employees who have worked in the unit at least one full semester.

WHO WILL BE IN CHARGE?

Supervisors are responsible for allowing time for each employee to complete a review to ensure that a thorough review takes place.

WHAT IS THE CLIMATE?

This is to be a constructive and cooperative exercise. Ideas for change are welcome and complaints about working conditions are welcome. Staff should look for positive solutions to problems.

WHAT ARE THE CONSTRAINTS?

The most useful proposals will be those that:

1. Can be accomplished by existing staff without increasing the burden on staff members.
2. Can be accomplished with existing fiscal resources.

CONDUCTING AN OPERATIONAL REVIEW

I. During the course of this week, think about the activities that constitute your job as you do them.

A. What are the bottlenecks?
B. What activities appear to be obsolete or useless?
C. What activities produce the most aggravation for the least gain?
D. What conditions of work impede performance?
E. If you feel that stress is at, or reaching an unacceptable level, what is causing it?

II. Imagine that you were to advance to a supervisory level immediately above the position you now hold. What changes would you propose to make in the job you just left so that your successor would not list the same problems that you did?

A. Looking at your unit as a whole, what is its function?

1. Do you have the best possible "product or service?" Can you think of changes within the unit that would optimize its performance?
2. Can bottlenecks be eliminated? How?
3. Which activities would you scrap or modify? What would be the effect on other members of the unit you supervise if you did so? What about effects on other units?

B. What would it take to improve working conditions and reduce stress?

1. Of these changes, which ones would produce the most improvement at the least cost?
2. Could these changes be implemented without undue negative consequences to those relying on your services or operations, or if not, what would the costs to others be?

III. Considering your work from both these perspectives, list changes that you would make and provide an advantage/disadvantage list for each if you can. You may consult with colleagues within your unit and with ones who use your services, but you need not come up with a consensus on the matter. If you do not have a solution in mind, simply record the problem(s).

WHAT WILL HAPPEN NEXT?

Please return your review to the blue survey box in the Office of the Dean by (date). Once all unit assessment activities are complete and the results compiled, each employee's Operation Review will be sent in its original form directly to the Dean of Library Services. You may sign your review, or choose to remain anonymous.

One very important aim of this effort is to involve the whole staff in devising means for making meaningful changes on a continuing basis. Another goal is to provide the Dean of Library Services with meaningful input for administrative decisions.

THANK YOU!

INTERNAL PEER REVIEW OF UNIT

As part of the ongoing assessment process in Library Services, the _____Unit is being evaluated this semester. Your input provides valuable information which will be used by the administration of Library Services in management decisions and strategic planning.

Please complete this questionnaire and return to the Office of the Dean of Library Services by (date). All responses are confidential. Thank you for your assistance.

1. Circle your employee status.
   a) faculty
   b) professional staff
   c) support staff

2. How many times in the last calendar year have you personally used this unit?
   a) zero
   b) 1-5
   c) 10-15
   d) more than 15

3. Were the personnel helpful and polite?
   a) always
   b) usually
   c) sometimes
   s) never

4. In general, how would you rate the knowledge and ability of the staff in this unit?
   a) outstanding
   b) above average
   c) average
   d) below average

5. Considering the following factors, please comment on this unit, noting strengths and weaknesses as you perceive them.

   efficiency of operations
   ease of use
   helpfulness of staff
   importance of unit to Library Services

STUDENT ASSISTANTS EXIT INTERVIEW

STUDENT ASSISTANTS EXIT INTERVIEW

The assessment process for Library Services depends upon receiving input from various groups, including student employees. Each semester, the Assessment Committee provides an opportunity for those student employees who are not planning to continue working in Library Services to meet with the Dean. These meetings provide a forum for open discussion. The student employees are encouraged to discuss their experiences and their perceptions of the work environment, including quality of service, library-client relationships, work flow, and organizational structure.

The committee attempts to target the appropriate group of students; each one then receives a letter from the Dean, explaining the Assessment Committee's activities and requesting their attendance at any of the scheduled meeting times. Confirmation with the Dean's Secretary is requested, and the students are allowed to include the time on their timesheets.

While none of the committee members are present at these discussion sessions, the Dean has shared some of the student employees' comments and suggestions. He has been especially pleased with the input from this group, who bring a unique perspective to our self-evaluation.

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